**Unit Title:** Hard Love by Ellen Wittlinger

**Day Title:** Discussion & Poetry

**Lesson Outcome:**

Students will be able to:

* Write a poem based on a prompt
* Work together to arrange lyrics

**Standards:**

CE 1.1.2 - Know and use a variety of prewriting strategies to generate, focus, and organize ideas.

CE 1.1.4 - Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities of the selected form or genre.

CE 1.2.3 – Write, speak, and create artistic representations to express personal experience and perspective.

CE 1.3.1 - Compose written, spoken and/or multimedia compositions in a range of genres: pieces that serve a variety of purposes and that use a variety of organizational patterns.

CE 1.5.1 - Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 2.1.11 – Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate question, and tolerating ambiguity and lack of consensus.

**Materials Needed:** cut up song lyrics, envelopes, desk space, large sheets of study paper

**Launch:** Mixed Up Lyrics

1. Put students into groups of three
2. Hand out envelopes with song lyrics
3. Students need to put the lyrics in an order that makes sense to them
4. Once they have them arranged how they like, they need to glue the lyric strips to a piece of paper
5. Play the song for the students

**Learning Activity:**

Questions for students:

* Which arrangement do you like better, yours or Ani's? Why?
* Why did I have you glue your arrangement down?
* "So we couldn't change it"
* In Hard Love "change" is linked to "escape" What are some examples from your reading of change?
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**Launch:** What's in a Name?

Play "The Slant" by Ani DiFranco

Both Marisol and Diana Tree write about what their names mean.

What does John's name mean to him. Why does he chose to use the alias "Giovanni"?

**Learning Activity:** What's in a Name?

Students will write about what their name means and/or what their name means to them. If the student doesn't have a story about their name, they can use a relative's name or about a name they wish they had.

**Assessment:**

Have students write a paragraph or two about their favorite scene and why. This is their ticket out the door.

"dog coffee" by Ani DiFranco

perpetrating counter-culture she is walking through the park

first light ugly and more muscular than the dark

pushing poems at the urban silence

drawing portraits of the passers-by

sitting on the curb

combining traffic sounds

getting dirty looks and dirty jeans

on the dirty ground

she says i can't figure out what kind of life this is

comedy or tragedy i just know it's show biz

and what if i don't agree

with the lines i have to read

they don't pay me enough

the way i see it

freedom and democracy

that's the word from washington every day

put america's to sleep

with warm milk and clichés

and people are expendable along the way

your dollar is dependable

what more can we say

would you like some dog coffee

it is all that we've got

you can have some

you can have not

would you like some dog coffee

it is all that we've got

we're taking care of big business

and meanwhile some of the beans rot

"the slant" by Ani DiFranco

the slant

a building settling around me

my figure female framed crookedly

in the threshold

of the room

door scraping floorboards

with every opening

carving a rough history

of bedroom scenes

the plot hard to follow

the text obscured

in the folds of sheets

slowly gathering the stains

of seasons spent lying there

red and brown

like leaves fallen

the colors of an eternal cycle

fading with the

wash cycle

and the rinse cycle

again an unfamiliar smell

like my name misspelled

or misspoken

a cycle broken

the sound of them strong

stalking talking about their prey

like the way hammer meets nail

pounding, they say

pounding out the rhythms of attraction

like a woman was a drum like a body was a weapon

like there was something more they wanted

than the journey

like it was owed to them

steel toed they walk

and i'm wondering why this fear of men

maybe it's because i'm hungry

and like a baby i'm dependent on them

to feed me

i am a work in progress

dressed in the fabric of a world unfolding

offering me intricate patterns of questions

rhythms that never come clean

and strengths that you still haven't seen